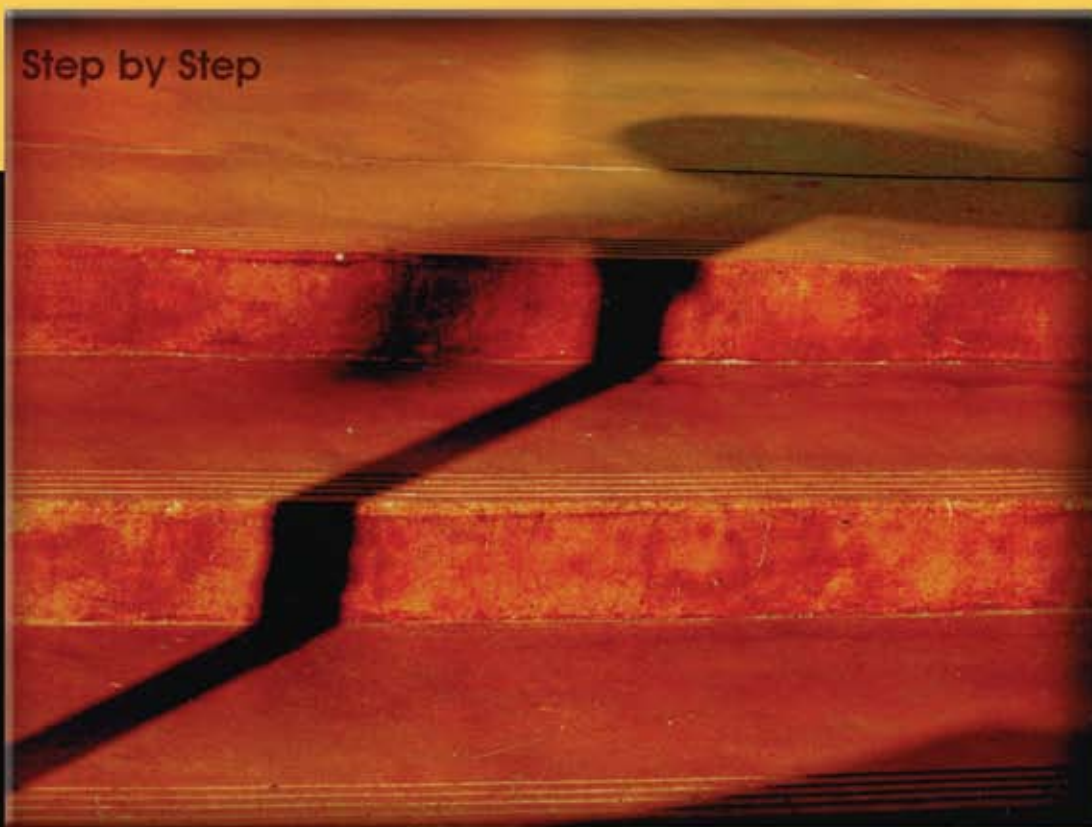




Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Arizona's Eighth Annual Transition Conference *"Transforming Visions to Realities"*



as I climb life's stairs
...step by step,
I am helped by so many people
...teachers, therapists and more

At the top I will look back
...with love and gratitude,
And remember each who helped me
...step by step

Photo and Verse by
student Charlotte E. Hance

Addressing the Transition Needs of Youth and
Young Adults with Disabilities

September 22-23, 2008

Radisson Fort McDowell Resort
10438 N. Fort McDowell Road
Scottsdale, AZ 85264

(800) 715-0328 or (480) 836-5300

Sponsored by:

- Arizona Department of Education, Exceptional Student Services
- Arizona Department of Health Services,
Office of Children with Special Health Care Needs
- Arizona Department of Economic Security,
Division of Developmental Disabilities
- Arizona Department of Economic Security,
Rehabilitation Services Administration, Vocational Rehabilitation
- Arizona Secure Care Education Consortium (ASCEC)



State of Arizona
Department of Education

Tom Horne
Superintendent of Public Instruction

Dear 2008 Transition Conference Attendees:

On behalf of the sponsoring agencies, it gives me great pleasure to welcome you to "Transforming Visions to Realities," Arizona's Eighth Annual Transition Conference.

"Transforming Visions to Realities," supports the commitment of Arizona stakeholders to provide effective transition opportunities for our youth and young adults with disabilities to help prepare them for productive and independent adult life. Conference participants have the opportunity to attend sessions representing fresh perspectives from national, state, and local experts in the areas of youth and young adult empowerment, family voice, community partnerships, legal implications, accessing community resources, assistive and instructional technology, and secure care education.

For the third consecutive year, the Transition Conference will highlight the creativity of youth and young adults with disabilities through displays of their creative artwork, entertainment performances, and their participation as session presenters. The theme "Transforming Visions to Realities," reflects our determination and collaboration through intra and interagency efforts to improve post-secondary opportunities for youth and young adults with disabilities in the areas of employment, education, training and adult living.

I am pleased to take this opportunity to thank the Transition Conference Planning Committee, our youth, young adults, family members, educators, public service agency personnel, session presenters, and all others who helped behind the scenes to ensure the success of this Conference.

Best regards,

A handwritten signature in black ink that reads "Tom Horne". The signature is fluid and cursive, with the first name "Tom" and last name "Horne" clearly distinguishable.

Tom Horne
Superintendent of Public Instruction



Vincent - Adobe Mountain School

National Presenters

Dr. Loujeania Bost – September 23, 2008

Dr. Loujeania Bost is the Director of the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) at Clemson University. Dr. Bost is responsible for all operational aspects of the Center, including the development of strategic partnerships. NDPC-SD is a national technical assistance and dissemination center funded by the USDE/OSEP to support states in assisting local education agencies to decrease dropout rates among students with disabilities. Her approach to technical assistance is to assist states in a systematic process for transferring knowledge about dropout prevention research, practices that work, and policies that assist states and their stakeholders in achieving their goals and plans to reduce dropout rates among students with disabilities. Dr. Bost holds a Ph.D in special education from Pennsylvania State University. She has an extensive background working in state and local education agencies and in community programs. She has worked with students with disabilities and special education personnel in several states, including 13 years with the Pennsylvania Department of Education's Bureau of Special Education where she served as Chief for both Compliance and Chief of Technical Assistance and Professional Development. In addition, she has been a public school teacher, a program administrator for agencies serving adults and adolescents with mental retardation, a local special education coordinator, and a researcher. Dr. Bost has also held adjunct appointments at Penn State and Temple Universities.



Dr. Dana Henning – September 23, 2008

Dr. Dana Henning has over 30 years experience in providing services for people with disabilities. Dr. Henning has directed Dana Henning Training Programs based in PA since 1985. This organization provides staff training and programmatic consultation to schools, universities, families, governmental agencies and private providers in the areas of the autism spectrum, intellectual disabilities, mental health, and aging throughout the US and in the Netherlands and Germany. Dr. Henning has also served as Director of Education on the Mental Health and Behavioral Team of Morristown, NJ, Assistant Clinical Professor in the College of Physicians and Surgeons at Columbia University, Assistant Professor at PA State University at West Chester, and as Director of Planning and Staff Development at the Developmental Disabilities Center of Temple University.



Geri Jewell, Keynote – September 22, 2008

Geri Jewell is a well-recognized actress and disabilities advocate. She started her acting career as the personal choice of famed producer Norman Lear for her role as Cousin Geri on the ground-breaking NBC sitcom, "The Facts of Life." In this role she became the first person with a visible disability to regularly perform on a national television show and broke important new ground by addressing issues of disability awareness. Geri has also appeared in the Emmy winning HBO series, "Deadwood," was recently featured on "Strong Medicine," and is a re-occurring character on "Young and the Restless." She just made her film debut in an independent feature that was recently shown at the Tribeca and Fort Lauderdale Film Festivals. Geri is not only an exceptional actress and comedienne, but is internationally recognized as a powerful and motivational speaker and trainer. She is famous for her uncanny ability to captivate the hearts of audiences by using humor to facilitate attitude changes. Geri brings to her presentations personal experience of having her behavior and actions misunderstood because of her cerebral palsy. By sharing her disability as her greatest blessing and revealing insights about the world, Geri turns the focus from disabilities to a true celebration of ability, resulting in an inspiring, empowering and healing experience. She was recently honored by the National Rehabilitation Hospital in Washington, DC with their highest honor, The Victory award.



Mike Johnson – September 22, 2008

Mike Johnson is a teacher, trainer, consultant, and author who has spent over thirty years working in the field of special education, dealing with families and students who range in age from 12-21. His experiences have focused on building social/pre-vocational and vocational programs for a broad range of students who are at-risk or marginalized during their transition to adulthood. Most of Mr. Johnson's practical work has been done within the Springfield School District in his home state of Oregon. He has worked in a number of other states including Alabama, Arizona, California, Colorado, Iowa, Washington, and Idaho, in a consulting/training capacity on issues related to transition and social skills proficiency. His work at the University of Oregon as a technical assistance coordinator for the Oregon Youth Transition Program has focused on training teachers, administrators, and adult agency staff throughout the state in the implementation of a nationally recognized transition model. This University of Oregon association has led to his co-authorship of the NEXT S.T.E.P. curriculum, a practical approach to empowering students in the transition process. He is the lead author of the W.A.G.E.S. (Working at Gaining Employment Skills) curriculum, a social skills curriculum for adolescents entering the employment field. Mr. Johnson has presented at local, state, and national conferences targeting best practice transition models and the teaching of job readiness social skills.

**Raun K. Kaufman – September 23, 2008**

Raun K. Kaufman was diagnosed as severely and incurably autistic at age 18 months. Although his parents, Barry Neil Kaufman and Samahria, were advised to institutionalize him, they chose to create an innovative home-based program in an effort to reach their son. Their work, which developed into a unique methodology now known as The Son-Rise Program, enabled Raun to recover completely from his autism. He was transformed from a mute, withdrawn child with a tested I.Q. of less than 30, into an outgoing, social boy with a near-genius I.Q. - who eventually earned a degree in Biomedical Ethics from Brown University. This journey is documented in the best-selling book, Son-Rise: The Miracle Continues by Barry Neil Kaufman, as well as in "The Miracle of Love," an award-winning NBC television movie. In addition to becoming an international lecturer and teacher, Raun continued his professional development as director of an educational center for school-aged children. Today Kaufman, an autism treatment specialist, is CEO of the Autism Treatment Center of America. He has written about his experiences in Asperger's/Autism Digest, the UK publication, Autism File, and in the essay, "Unchain Your Dreams," excerpted from the book, Silver Linings by Shaena Engle. He has completed seven international autism lecture tours and keynoted at countless conferences and events. He has discussed The Son-Rise Program, autism treatment, and his own perspectives as a person recovered from the disorder in hundreds of radio, television, Internet, and print interviews.

**Dr. Ed O'Leary – September 22 and 23, 2008**

Dr. Ed O'Leary is a Consultant and Program Specialist for Mountain Plains Regional Resource Center. He received his Doctorate from the University of Illinois in Vocational Technical Education/Special Needs (1991) and his Masters in Special Education from Drake University. He has spent over 30 years working in and with schools as a secondary special education teacher, special education consultant, transition specialist, work experience coordinator, program specialist and program director. He developed the Transition Outcomes Project, an approach to helping districts and states meet transition requirements in order to demonstrate improvement and results. The Transition Outcomes Project is now operating in over 25 states/regions and over 1,500 districts across the country.

**Dr. Mary E. Morningstar – September 22 and 23, 2008**

Dr. Mary E. Morningstar is an Associate Professor in the Department of Special Education at the University of Kansas and Director of the Transition Coalition, a research and training center for the transition to adulthood and secondary special education for youth with disabilities. Dr. Morningstar has been involved in statewide in-service training and staff development regarding transition from school to adult life for over 20 years. She was the Training Coordinator for the "Kansas Systems Change in Transition Project" at the University of Kansas. She is actively involved with statewide training of professionals and family members regarding issues in transition including interagency collaboration, compliance with federal regulations regarding transition, school-business partnerships, and the role of families during transition planning. She teaches several classes related to secondary education and transition including vocational training and employment, interagency and community services, and a week-long transition summer institute.



Dr. Pattie Noonan – September 22 and 23, 2008

Dr. Pattie Noonan has been working in secondary special education/transition for over a decade, and is currently an Assistant Research Professor at the University of Kansas, Department of Special Education. Her work is divided between the Transition Coalition and the Center for Research on Learning. Dr. Noonan focuses her efforts on large-scale evaluation of school reform and improvement efforts, developing and researching community transition teams at the state and local levels, and providing professional development for secondary special educators. Her research interests center around strategies and barriers to collaboration (both intra and inter-agency), education systems-change, and school improvement.

**Naomi Ortiz – September 22, 2008**

Naomi Ortiz is currently the Project Director for the National Kids As Self Advocates (KASA) Project. Naomi has remained steadfast in her dedication to developing young people's skills and raising their level of participation in all that affects them. In her tenure she has done this through a variety of methods including: conducting conflict resolution workshops for a variety of youth, and in adult prisons for over 8 years; co-founding and continued dedication to the KASA Project; training youth-run groups on strategic planning and evaluation methods; and presenting at multiple conferences and forums. Naomi offers technical assistance training for multiple entities in effective youth leadership development, disability etiquette/culture and in how to involve youth in organizational leadership roles in meaningful ways. She is proud to be a disabled person and is a passionate poet, singer and artist. Her personal goal is to help build vision and solidarity within the disability community, while maintaining a continued commitment to developing youth as leaders.

**Dr. Deanne Unruh – September 22 and 23, 2008**

Dr. Deanne Unruh is a Senior Research Scientist at the University of Oregon in the College of Education in the Secondary Special Education and Transition (SSET) research unit with research expertise in high risk adolescents involved in the juvenile justice system. She has received research funding from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention and the U.S. Department of Education, Office of Special Education Programs. Her recent work is in collaboration with Oregon's juvenile justice agency and local community agencies to develop facility-to-community transition programming and target employability social skills for adolescents involved in the juvenile justice system. In 2003, Dr. Unruh was appointed to the State of Oregon Transition Advisory Council (TAC) and currently is a board member and past president of the Oregon Association of Vocational Special Needs Personnel. Prior to her coming to the University of Oregon, Dr. Unruh was a teacher and administrator in alternative education schools for high-risk youth in urban settings for more than 12 years. During this tenure she was a certified trainer for the National Diffusion Network and trained state, district, and school staff nationwide on effective instructional strategies for working with at-risk youth.



Allison Heitala - D.W. Higgins Institute

Arizona's Eighth Annual Transition Conference Schedule

Sunday, September 21, 2008

3:00 p.m. – 6:00 p.m. Early Registration

Monday, September 22, 2008

7:00 a.m. – 4:00 p.m.	Registration
7:00 a.m. – 8:30 a.m.	Continental Breakfast
8:30 a.m. – 8:40 a.m.	General Welcome and Introduction of Opening Keynote – Colette Chapman
8:40 a.m. – 10:00 a.m.	Opening Keynote – Geri Jewell
10:00 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:30 a.m.	Concurrent Sessions
11:30 a.m. – 12 noon	Break
12 noon – 1:00 p.m.	Lunch
12:40 p.m. – 1:00 p.m.	Awards – Jeffrey Studer, William McQueary, and Lorrie Sheehy
1:00 p.m. – 1:30 p.m.	Break
1:30 p.m. – 2:30 p.m.	Concurrent Sessions
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 3:45 p.m.	Concurrent Sessions
3:45 p.m. – 5:00 p.m.	Reception

Tuesday, September 23, 2008

7:00 a.m. – 8:00 a.m.	Continental Breakfast
8:00 a.m. – 9:00 a.m.	Concurrent Sessions
9:00 a.m. – 9:15 a.m.	Break
9:15 a.m. – 10:15 a.m.	Concurrent Sessions
10:15 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:30 a.m.	Concurrent Sessions
11:30 a.m. – 12 noon	Break
12:00 noon – 1:30 p.m.	Lunch
12:10 p.m. – 12:25 p.m.	Remarks – Tom Horne, Superintendent of Public Instruction
12:25 p.m. – 12:30 p.m.	Recognition of Transition Brochure Cover Artist, Charlotte E. Hance
12:30 p.m. – 1:15 p.m.	Motivational Speaker - David Fitzsimmons, Cartoonist
1:15 p.m. – 1:30 p.m.	Closing Remarks and Vendor Raffle Drawing – Steve Mishlove
1:30 p.m. – 1:45 p.m.	Break
1:45 p.m. – 2:45 p.m.	Concurrent Sessions
2:45 p.m.	Close



Matthew Cigan -
Desert Pointe Academy

Personal Schedule

Attend the sessions of your choice. Chart your conference schedule below:

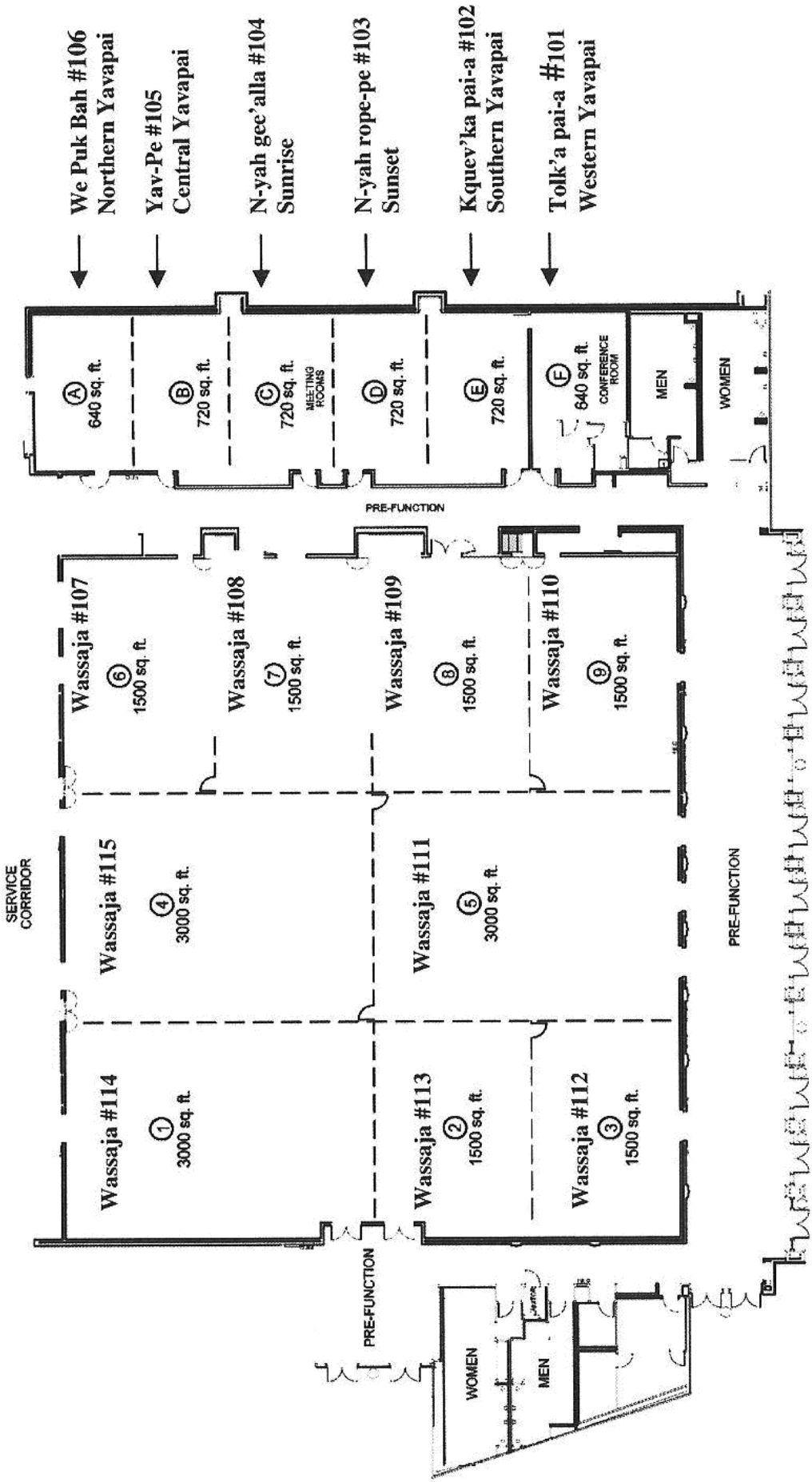
Time	Monday, September 22, 2008	Room Location
7:00 a.m.	Registration, Continental Breakfast	Pre-Conference Area
8:30 a.m.	Welcome and Introduction of Keynote – Colette Chapman, ESS Deputy Associate Superintendent	Wassaja Ballrooms
8:40 a.m.	Opening Keynote – Geri Jewell	Wassaja Ballrooms
10:30 a.m.		
12:00 noon	Lunch and Awards	Wassaja Ballrooms
1:30 p.m.		
2:45 p.m.		
3:45 p.m.	Reception	Pre-Conference Area
Time	Tuesday, September 23, 2008	Room Location
7:00 a.m.	Registration, Continental Breakfast	Pre-Conference Area
8:00 a.m.		
9:15 a.m.		
10:30 a.m.		
12:00 noon	Lunch	Wassaja Ballrooms
12:10 p.m.	Remarks – Tom Horne, Superintendent of Public Instruction	Wassaja Ballrooms
12:30 p.m.	Motivational Speaker - David Fitzsimmons, Cartoonist	
1:15 p.m.	Closing Remarks and Vendor Raffle Drawing – Steve Mishlove	
1:45 p.m.		
2:45 p.m.	Close	

Conference Evaluations are located in individual conference bags. Complete the evaluations daily for the sessions attended. Take completed evaluations to the registration desk at the end of each day.

Certificates of Professional Development may be obtained at the end of each day at the registration desk. Certified Rehabilitation Counselors may obtain a CRC Credit by picking up a CRC Credit Form at the end of each day at the registration desk.

Vendor Raffle Cards are located in individual conference bags. Collect a stamp from each vendor/exhibitor and fill in each space in the card. Take completed cards to the registration desk prior to lunch on Tuesday, September 23, 2008 to be eligible for the Vendor Raffle Drawing.

Radisson Fort McDowell Resort Conference Facility



Program at a Glance

Monday, September 22, 2008

	Wassaja 107	Wassaja 108	Wassaja 109	Wassaja 110	Wassaja 111, 112, 113	Wassaja 114 & 115
8:30 – 10:00 a.m.	General Welcome & Introduction of Keynote Speaker – Colette Chapman Opening Keynote – Geri Jewell					
10:00 – 10:30 a.m.	Refreshment Break, Exhibit and Artwork Viewing					
10:30 – 11:30 a.m.	Legal Issues Regarding Students Receiving Transition Services	Using Technology to Promote Successful Transition	Social Skills Can Make All the Difference: WAGES, an Employability Social Skill Curriculum for Young Offenders (Part 1)	College Options for Individuals with Cognitive Impairments	My Future My Plan: a Transition Planning Resource for Life after High School	Vocational Rehabilitation's Vision of Coordination & Collaboration: Facilitating Successful Transition Services for Students
11:30 – 12 noon	Break, Exhibit and Artwork Viewing					
12:00 – 1:00 p.m.	LUNCH and Awards – Jeffrey Studer, William McQueary, and Lorrie Sheehy					
1:00 – 1:30 p.m.	Break, Exhibit and Artwork Viewing					
1:30 – 2:30 p.m.	Successful Transition: True Tales Tell it All	Engaging High School Seniors to Prevent Drop Out	Social Skills Can Make All the Difference: WAGES, an Employability Social Skill Curriculum for Young Offenders (Part 2)	High-Tech/Low-Tech Accommodations for Students with Disabilities at Mesa Community College	How Do We Effectively Implement the Transition Assessment Requirements of IDEA?	Youth Advocacy
2:30 – 2:45 p.m.	Refreshment Break, Exhibit and Artwork Viewing					
2:45 – 3:45 p.m.	Transition is Not a Path Traveled by One, the Parent's Perspective	Disability Attitudes 101: Student Perspectives and How to Deal with Attitudinal Barriers in the Classroom	Bridges to the Future	Students with Disabilities: Access and Persistence in College	In One Hour or Less: How to Write Measurable Post- Secondary Goals, a Course of Study, and a Coordinated Set of Activities	Including Youth as Leaders
3:45 – 5:00 p.m.	RECEPTION					

Program at a Glance

Tuesday, September 23, 2008

	Wassaja 107	Wassaja 108	Wassaja 109	Wassaja 110	Wassaja 111, 112, 113	Wassaja 114 & 115
8:00 – 9:00 a.m.	Transforming Our Realities to Promote School Completion: Top Down Strategies (Part 1)	Facilitating the Educational Achievement of Young Adults by using Rehabilitation Principles to Integrate Plans and Unify Resources of the Behavioral Health and Education Systems	“Voc 256”: An Integrated School-to-Work Transition Curriculum	Making It Happen: Fostering Self-Advocacy and Determination with Self-Directed IEP’s, Team Teaching, and Student Advisories in High School	In One Hour or Less: How to Write Measurable Post Secondary Goals, a Course of Study, and a Coordinated Set of Activities (Repeat Session)	Breakthrough Strategies for Students with Special Needs – and for You (Part 1)
9:00 – 9:15 a.m.	Refreshment Break, Exhibit and Artwork Viewing					
9:15 – 10:15 a.m.	Transforming Our Realities to Promote School Completion: Top Down Strategies (Part 2)	Assistive Technology and Transition: Creating a Real Action Plan	Project STAY OUT: A Youth Correctional Facility-to-Community Transition Program	Empowered Youth: a Look at Arizona Youth in Recovery and the Hope They Bring to the Behavioral Health System	A <i>Virtual</i> Tour of the Division of Developmental Disabilities	Breakthrough Strategies for Students with Special Needs – and for You (Part 2)
10:15 – 10:30 a.m.	Refreshment Break, Exhibit and Artwork Viewing					
10:30 – 11:30 a.m.	Student/Parent Directed IEPs: Culturally and Academically Responsive Transition Education	An Introduction to Filing for SSI/SSA Disability Benefits for Children under Age 18 and Young Adults at 18 and Older	Seven ‘R’s for Re-Exploring Re-Entry	It’s My IEP!	Concrete Steps to Make Transition Planning More Effective	Using AzCIS for Your IEP Transition Planning and ECAPs
11:30 – 12 noon	Break, Exhibit and Artwork Viewing					
12 – 1:30 p.m.	LUNCH and Remarks from Superintendent of Public Instruction, Motivational Speaker, and Vendor Raffle Drawing					
1:30 – 1:45 p.m.	Break, Exhibit and Artwork Viewing					
1:45 – 2:45 p.m.	Transition Pilot Evaluation and Best Practices for Students who are Blind or Visually Impaired	Working While on SSI and/or SSA Disability Benefit Programs	A Realistic Approach to Student-Led IEPs	The Changing Roles of Family Members and Youth in Transition	Identifying the Gaps in Transition Programming	Aligning Annual IEP Goals to Measurable Post-Secondary Goals
2:45 pm	Close					

“Transforming Visions to Realities”

Program

SUNDAY, SEPTEMBER 21, 2008

3:00 p.m. – 6:00 p.m. EARLY REGISTRATION

MONDAY, SEPTEMBER 22, 2008

7:00 a.m. – 4:00 p.m. REGISTRATION

7:00 a.m. – 8:30 a.m. Continental Breakfast, Exhibit and Artwork Viewing

8:30 a.m. – 10:00 a.m. Welcome and Introduction of Keynote – Colette Chapman, ESS Deputy Associate Superintendent
Wassaja Ballrooms Keynote Address – Geri Jewell

10:00 a.m. – 10:30 a.m. Refreshment Break, Exhibit and Artwork Viewing

10:30 a.m. – 11:30 a.m. CONCURRENT SESSIONS

Wassaja 107 *Legal Issues Regarding Students Receiving Transition Services* by Renaldo Fowler and Edward L. Myers, III: This workshop is designed as a question and answer format that will provide general information and concrete strategies to assist students transitioning from high school into the world of employment and post-secondary education opportunities. The presenters will provide a brief overview and discussion of the special education transition requirements under IDEA. Additionally, employment protections under the Americans with Disabilities Act (ADA) and post-secondary education protections under the ADA and Section 504 will be addressed. Questions to be discussed include: “When should transition start?” “Who should be involved?” “What documents are needed upon graduation?” “Am I required to disclose my disability?” “What if I need assistance with the application?” “What is a reasonable accommodation?” “What documents do I need to receive accommodations?” “What schools are covered by the ADA and Section 504?” and “What is a reasonable accommodation?”

Wassaja 108 *Using Technology to Promote Successful Transition* by Joyce Palmer and Bruce Kennedy: This presentation is intended to bring the tools of technology to the awareness of school staff working with young adults who are participating in the process of transitioning from high school to the work/study options available after graduation. During the transition process, the student should be exposed to technology options as a means of improving work skills and promoting independence. This independence can become a reality for students of all abilities through the use of technology tools in their transition to life as a contributing citizen.

Wassaja 109 *Social Skills Can Make All the Difference: WAGES, an Employability Social Skill Curriculum for Young Offenders* by Mike Johnson and Deanne Unruh: Show up! Be nice! Employers are encouraged when new employees have social skills. Adolescents involved in the juvenile justice system are at even greater risk of poor employment outcomes. This presentation will discuss the W.A.G.E.S. (Working At Gaining Employment Skills) curriculum, which has been re-designed to be implemented in a detention or closed custody setting. W.A.G.E.S. was developed to effectively teach the social skills necessary to seek, gain, and sustain employment and the specialized content is interactive, appealing to a wide range of students in general and special education. The W.A.G.E.S. curriculum is based on effective research and employment standards, utilizes practical “real life” applications, addresses disclosure needs for youth involved in the juvenile justice system, incorporates a social-problem solving model of instruction, and incorporates “authentic” and curriculum-based evaluation. (This session continues with a second hour following lunch.)



Rhett Holly - Deer Valley High School

Wassaja 110	<i>College Options for Individuals with Cognitive Impairments</i> by Peter Stover: Additional education and training is difficult to find for individuals with significant cognitive impairments after exiting public education. The academic demands and few mandated support services prevent many individuals with cognitive impairments from ever considering going to college. College can be an option through academic accommodations and/or specialized training programs. The presenter will talk about the differences between IDEA, Americans with Disabilities Act, and Section 504 of the Rehabilitation Act in relation to post-secondary education and academic accommodations. The presenter will also share information on several colleges across the United States that have recognized the need to serve students with significant disabilities by developing specialized college programs. General information on these unique training options will be provided and will highlight the Special Services Occupational Training Program at Eastern New Mexico University-Roswell. Transition planning should include helping students and families know and understand these services and programs available at the post-secondary level so they are empowered to consider college as a transition option.
Wassaja 111,112 & 113	<i>My Future My Plan: a Transition Planning Resource for Life after High School</i> by Teri Rademacher and Youth Panel: This session begins with a 30-minute video presentation of My Future My Plan, which highlights the educational stories of three children with disabilities. On this DVD, students discuss struggles they encountered and self-advocacy skills they developed to be successful while pursuing their goals after high school. Their paths include post-secondary education, job training, and community services. My Future My Plan is endorsed by the National Center on Secondary Education and Transition (NCSET) and its use has been linked with positive attitudinal changes toward IEP meetings, increased self-efficacy related to managing transition planning tasks, and desired behavior changes such as increased information seeking about transition planning. Following the presentation, a panel of students will describe their transition planning experiences. Discussion will include challenges they faced, strategies they used, and outcomes of their efforts. Attendees will have an opportunity to submit questions to the student panel members.
Wassaja 114 & 115	<i>Vocational Rehabilitation's Vision of Coordination & Collaboration: Facilitating Successful Transition Services for Students</i> by Betty Schoen and Vocational Rehabilitation Panel: This session will introduce Vocational Rehabilitation (VR), a federal employment program for persons with disabilities provided by Arizona Department of Economic Security Rehabilitation Services Administration, to the participant. The participant will gain an understanding of what VR is, who might be eligible for VR, how and when to make a referral, what services are available, and how VR works with special populations to provide specialized transition services. The participant will also gain an understanding of how VR collaborates with Arizona high schools to provide technical assistance for IEP transition planning. This session will include a facilitator and a panel of VR counselors representing the following populations: Deaf/Hard of Hearing, Blind/Visually Impaired, Severely Mentally Ill, and Traumatic Brain Injury.
11:30 a.m. – 12:00 noon	Break, Exhibit and Artwork Viewing
12:00 noon – 1:00 p.m.	LUNCH
12:40 p.m. – 1:00 p.m. Wassaja Ballrooms	Awards – Jeffrey Studer, William McQueary, and Lorrie Sheehy
1:00 p.m. – 1:30 p.m.	Break, Exhibit and Artwork Viewing
1:30 p.m. – 2:30 p.m.	CONCURRENT SESSIONS
Wassaja 107	<i>Successful Transition: True Tales Tell it All</i> by Jane Nguyen and Youth Panel: This presentation is composed of an interactive teen/young adult panel that will discuss issues related to transitioning from high school to adult life. Panel questions will include: “How is building the resume of experience useful before exiting to adult life?” “How do youth build skills to access disability resources in the community?” “How is age of majority handled?” “Which transition tools are useful and which are not?” “How has inclusion affected the lives of youth?” “Who made a difference in the student’s successful transition and why?” “How do youth speak up for themselves?” “What were the hardest things to overcome?” “How is transportation accessed?” and “How do youth maintain a social life?” These new and dynamic transition stories will empower and inspire the participant.

Wassaja 108	<i>Engaging High School Seniors to Prevent Drop Out</i> by Andrea Christ: The high school drop out rate across the country is at astronomical levels. In this session, the presenters will talk about transition activities that can help motivate students to remain in school. Participants will see a sample of how “Senior Institute” was run monthly for the special education students at Westwood High School. Topics such as self-advocacy; employment, financial planning, and post-secondary training were all taught and each student finished the year with a Transition Senior Portfolio. The audience will have an opportunity to share some of their best practices to help keep seniors in school.
Wassaja 109	<i>Social Skills Can Make All the Difference: WAGES, an Employability Social Skill Curriculum for Young Offenders</i> by Mike Johnson and Deanne Unruh: (This is a continuation from the previous hour.) Show up! Be nice! Employers are encouraged when new employees have social skills. Adolescents involved in the juvenile justice system are at even greater risk of poor employment outcomes. This presentation will discuss the W.A.G.E.S. (Working At Gaining Employment Skills) curriculum, which has been re-designed to be implemented in a detention or closed custody setting. W.A.G.E.S. was developed to effectively teach the social skills necessary to seek, gain, and sustain employment and the specialized content is interactive, appealing to a wide range of students in general and special education. The W.A.G.E.S. curriculum is based on effective research and employment standards, utilizes practical “real life” applications, addresses disclosure needs for youth involved in the juvenile justice system, incorporates a social-problem solving model of instruction, and incorporates “authentic” and curriculum-based evaluation.
Wassaja 110	<i>High-Tech/Low-Tech Accommodations for Students with Disabilities at Mesa Community College</i> by Wink Harner: This presentation will include an outline of the different types of assistive technology (AT) available at Mesa Community College, a discussion of disabilities and a variety of technologies which address particular disabilities, an overview of the evaluation process in the DRS office for recommendation of specific/general technology, hands-on training available for SWD, examples of integrating AT in the classroom and lab(s), some low-tech solutions for students’ home use and homework, and examples of successful outcomes using assistive technology. The presentation will also include handouts and resources for low-tech solutions.
Wassaja 111, 112 & 113	<i>How Do We Effectively Implement the Transition Assessment Requirements of IDEA?</i> by Mary E. Morningstar and Pattie Noonan: This session will provide an overview of the transition assessment requirements now required by IDEA 2004. It will offer a planning process for implementing transition assessment procedures for students in special education. In addition, a variety of strategies and approaches for assessing during transition will be provided, as well as time to review both commercial and informal transition assessments.
Wassaja 114 & 115	<i>Youth Advocacy</i> by Naomi Ortiz: This session will provide concrete information on why self-advocacy for youth with disabilities is critical. The presenter will explore the meaning of self-advocacy for youth and will provide stories about how self-advocacy looks in “real life” situations. Finally, the session will examine self-determination and how adult allies and parents can support the youth in their lives to advocate for themselves.
2:30 p.m. – 2:45 p.m.	Refreshment Break, Exhibit and Artwork Viewing
2:45 p.m. – 3:45 p.m.	CONCURRENT SESSIONS
Wassaja 107	<i>Transition is Not a Path Traveled by One, the Parent’s Perspective</i> by Jane Nguyen and Parent Panel: This presentation will include an interactive panel with parents of high school aged youth who are experiencing transition programming from different disability perspectives. Parents will share stories of successful high school transition with the message that transition is a process, not an event. These dynamic families will highlight their success and describe successful strategies that can create opportunities to empower and support teens and young adults.
Wassaja 108	<i>Disability Attitudes 101: Student Perspectives and How to Deal with Attitudinal Barriers in the Classroom</i> by Susan Zimmerman and Jane Irey: Did you know that negative attitudes continue to be the biggest barrier for students with disabilities? During this presentation, a short DVD will be shown that shares the community college perspective on disability attitudes, myths and misconceptions, etiquette tips, classroom accommodations, and how Disabled Student Resources and the Vocational Rehabilitation programs can help to foster academic and career goals. “Best practices” in the field of attitudinal barriers will be shared during this presentation as real student/teacher scenarios are discussed. Also, effective communication techniques will be explored to illustrate how to resolve conflicts and foster a more positive tone for respect and understanding. All participants will have an opportunity to share their own “best practices” in this interactive workshop.

Wassaja 109

Bridges to the Future by Linda O'Dell, Richard Vierling, Chandra Shekhar, and Carol Moore: This session will address successful strategies used in a rural Arizona county to support at-risk youth in transitioning to post-secondary success. The presenters will highlight programs implemented under the umbrella of services offered by the Gila County Superintendent of Schools, including: the Jobs for Arizona's Graduates (JAG) program, which was implemented at the Globe Education Center; the Merging Two Worlds curriculum, which was implemented at the Payson Education Center; and GED preparation and testing that is a part of the education program at the Gila County Juvenile Detention Center.

Wassaja 110

Students with Disabilities: Access and Persistence in College by Phyllis Jones and Youth Panel: Preparing students for the "college experience" is overwhelming for most, but students with disabilities face unique challenges. For these students, selecting a college that provides the most appropriate programs and services is especially critical for their academic achievement. This session will focus on challenges students with disabilities may encounter when transitioning from high school; provide information on college support services and accommodations that facilitate equal access; and outline strategies that will increase student persistence in achieving their educational goals. Engaging students early in the learning experience is essential to student retention and graduation. The ASU Disability Resource Center, Tempe campus in collaboration with the ASU TriO Student Support Services Program and the ASU Summer Bridge Program offer a summer transition program for first-time freshmen, "Getting a Transition Experience" (GATE). A panel of students from ASU will share how their participation in the DRC program and the GATE summer program provided a positive impact on their transition to college.

Wassaja 111, 112 & 113

In One Hour or Less: How to Write Measurable Post-Secondary Goals, a Course of Study, and a Coordinated Set of Activities by Ed O'Leary: This session will explain and provide concrete examples of 'measurable post secondary goals', a 'course of study' and a 'coordinated set of activities' for transition services. Participants are encouraged to bring or provide examples of what they are currently doing and get feedback on how to improve these sections of their IEP. The presenter will also provide materials with examples participants can take and immediately start using in IEP meetings. (This session will be repeated Tuesday AM.)

Wassaja 114 & 115

Including Youth as Leaders by Naomi Ortiz: Has the participant ever wondered what it would be like to include youth in leadership roles in their organization, agency or partnership? If an organization wants to be more accountable to the population it serves, be accessible to a broader audience, create opportunities to learn for both youth and adults, enhance sustainability, increase credibility to policymakers and the public, and influence future leaders then this session should not be missed! Learn about the benefits, lessons learned and tools available to practically include youth as leaders.

3:45 p.m. – 5:00 pm.

RECEPTION



Ernesto Lozoya - River Valley High School

TUESDAY, SEPTEMBER 23, 2008

7:00 a.m. – 10:00 a.m. REGISTRATION

7:00 a.m. – 8:00 a.m. Continental Breakfast, Exhibit and Artwork Viewing

8:00 a.m. – 9:00 a.m. CONCURRENT SESSIONS

Wassaja 107 *Transforming Our Realities to Promote School Completion: Top Down Strategies* by Loujeania Bost: In order for administrators to effectively attend to dropout and the factors that lead to dropout, they must first view change at the local level occurring within a framework that involves (1) an efficient infrastructure that utilizes data-based decision making; (2) effective instruction that challenges and actively involves students within the learning process; and an engaging school climate which allows all students to feel welcome and supported. This session provides a number of necessary strategies and considerations to successfully create change at the local level. (This session continues with a second hour immediately following the break.)

Wassaja 108 *Facilitating the Educational Achievement of Young Adults by using Rehabilitation Principles to Integrate Plans and Unify Resources of the Behavioral Health and Education Systems* by Amy Winterberg and William A. Kennard: This workshop addresses agency access to the Vocational Rehabilitation and Behavioral Health Service Systems, including using community based resources. First, the presenters will focus on rehabilitation and the similarities between Individualized Service Plans (ISPs) and Individualized Education Plans (IEPs). The impact of psychiatric disability on work and educational role functioning, as well as associated challenges will also be addressed. Additionally, recovery principles used in the Vocational Rehabilitation and Behavioral Health systems will be outlined. The second part of the workshop includes an overview of the psychiatric rehabilitation process for role achievement and role fulfillment of the students. This will describe the process of allowing students to participate in choosing to obtain and keep educational goals. The process by which the school can partner with the Behavioral Health system and help the student in achieving the goals in their ISP and/or IEP will be discussed. Finally, the presenters will examine the role of Vocational Rehabilitation and other programs that may be of assistance in helping students become successful in meeting their educational goals.

Wassaja 109 *"Voc 256": An Integrated School-to-Work Transition Curriculum* by Gail Jacobs, Heather Griller Clark, Sue Aguilera, and Dan Ochsner: Voc. 256 was designed as a school-to-work program to prepare students for transition into the community and to give them the employment skills to help them be successful. The curriculum was created because many students at the Arizona Department of Juvenile Corrections who are enrolled in vocational skill training classes learn entry level job-specific skills, but lack the social skills or "soft" skills to be a good employee. With grant money provided by ADE for secure care and by working with ASU and the Merging Two Worlds curriculum, the Voc. 256 class was designed to teach these valuable skills. In this presentation, data from the first 15-week class will be shared, including assessment pieces, the week by week curriculum, and programs embedded into the curriculum. Additionally, student transition plans from IEPs will be utilized to demonstrate the continuum of services.

Wassaja 110 *Making it Happen: Fostering Self-Advocacy and Determination with Self-Directed IEPs, Team-Teaching, and Student Advisories in High School* by Rosemary Roberson Davani, Rebecca Lester, Angela Fallon and Charlotte Hance: Fostering self-advocacy and self-determination throughout a students' individualized education program is an expectation for teachers at Pinnacle High School. Using an integrative approach, the Self-Directed IEP program provides all students with opportunities to develop these skills throughout high school. During this session, participants will learn how to teach students to develop their own plan of study, related educational goals, and how to express these at their own IEP meetings. The research-based method of Self-Directed IEPs will be broken down into steps and video clips will be shared to demonstrate the process. Teacher and student testimonies will be shared along with other key components in the program that support advocacy and determination skills. Various team-teaching models used by special education teachers at Pinnacle High School, along with freshman and senior advisories will be described. Each participant will receive a resource packet from the presenters.

Wassaja 111, 112 & 113 *In One Hour or Less: How to Write Measurable Post-Secondary Goals, a Course of Study, and a Coordinated Set of Activities* by Ed O'Leary: This session will explain and provide concrete examples of 'measurable post secondary goals', a 'course of study' and a 'coordinated set of activities' for transition services. Participants are encouraged to bring or provide examples of what they are currently doing and get feedback on how to improve these sections of their IEP. The presenter will also provide materials with examples you can take and immediately start using in your IEP meetings. (This is a repeat session.)

Wassaja 114 & 115	<i>Breakthrough Strategies for Students with Special Needs - and for You</i> by Raun Kaufman: This presentation provides a rare combination of inspiring and concrete strategies that can immediately impact participants and the youth with whom they work. The session will offer bold, outside-the-box techniques to help people with special needs break through barriers often deemed insurmountable; turn a transition into a blast-off! The presenter will demonstrate how entering the world of a student is a way to enable youth to more powerfully jump into the adult world. Additionally, the ability to accelerate skill acquisition without having to push or apply pressure will be discussed. Most importantly, yet often overlooked, the presenter will outline methods for facilitating students' ability to form meaningful, caring relationships with others. The participants will learn valuable perspectives that will help in feeling more comfortable, fulfilled, effective, and inspired during work with students. (This session continues with a second hour immediately following the break.)
9:00 a.m. – 9:15 a.m.	Refreshment Break, Exhibit and Artwork Viewing
9:15 a.m. – 10:15 a.m.	CONCURRENT SESSIONS
Wassaja 107	<i>Transforming Our Realities to Promote School Completion: Top Down Strategies</i> by Loujeania Bost: (This is a continuation from the previous hour.) In order for administrators to effectively attend to dropout and the factors that lead to dropout, they must first view change at the local level occurring within a framework that involves (1) an efficient infrastructure that utilizes data-based decision making; (2) effective instruction that challenges and actively involves students within the learning process; and an engaging school climate which allows all students to feel welcome and supported. This session provides a number of necessary strategies and considerations to successfully create change at the local level.
Wassaja 108	<i>Assistive Technology and Transition: Creating a Real Action Plan</i> by Randy Collins: The 2004 reauthorization of IDEA continues to require that assistive technology be considered and documented on the IEP for all students in special education programs. However, many students, especially those with high incidence disabilities, do not use and/or are unaware of (assistive) technology that can enhance their academic performance and influence their success in transitioning to postsecondary education, employment and independent living. Through lecture and group interaction, this session will focus on how students, in collaboration with parents and educators, can take increased responsibility for self-determining their assistive technology needs and outcomes. The presenter will review the ideas described in <i>Hey! Can I Try That? A Student Handbook for Choosing and Using Assistive Technology</i> . Participants will explore how adolescents can learn to frame questions and engage in conversation with their parents and teachers about their abilities, needs, preferences, and experiences with assistive technology. Attendees will receive an electronic copy of the handbook as well as access to other transition-related assistive technology resources.
Wassaja 109	<i>Project STAY OUT: Strategies Teaching Adolescent Young Offenders to Use Transition Skills: A Youth Correctional Facility-to-Community Transition Program</i> by Deanne Unruh: Youth with disabilities face difficulties in their transition from adolescence into young adulthood. Youth with disabilities who have been adjudicated and incarcerated are faced with an additional transition phase from the institution to community, adding another layer of challenges for a successful passage into adult roles. Engaging these youth in employment, education, and needed community services is a requisite for assisting these young people to obtain their adult goals. This presentation focuses on the description and evaluation of a project that assists adjudicated youth with emotional disorders to transition from youth correctional facilities into the community by successfully engaging them in employment and educational options and thereby reducing their rates of recidivism
Wassaja 110	<i>Empowered Youth: a Look at Arizona Youth in Recovery and the Hope They Bring to the Behavioral Health System</i> by Merv Joseph Lynch and Youth Panel: This workshop will begin with an overview of the Arizona Department of Health Services, Division of Behavioral Health Services' Youth Advisory Council from its establishment in 2007 to its current status. The primary focus of the workshop will discuss the importance of forming youth advisory councils or venues for youth in recovery/treatment to express their voice, thereby empowering youth and helping participants identify treatment mechanisms that work.

Wassaja 111, 112 & 113	<i>A Virtual Tour of the Division of Developmental Disabilities</i> by Linda Flores: Program participants will receive an overview of the Division of Developmental Disabilities from A (AHCCCS) to Z (Zebra). The presenters will discuss program mission and vision, eligibility, services and supports, funding, family and consumer rights and opportunities. The session is intended to provide the audience with an understanding of the full range of the Division's programs from early intervention for infants and toddlers through transition from student to adult life to services for individuals who are aging. Audience participation will be encouraged. And yes, zebras will be part of our discussion!
Wassaja 114 & 115	<i>Breakthrough Strategies for Students with Special Needs-and for You</i> by Raun Kaufman: (This is a continuation from the previous hour.) This presentation provides a rare combination of inspiring and concrete strategies that can immediately impact participants and the youth with whom they work. The session will offer bold, outside-the-box techniques to help people with special needs break through barriers often deemed insurmountable; turn a transition into a blast-off! The presenter will demonstrate how entering the world of a student is a way to enable youth to more powerfully jump into the adult world. Additionally, the ability to accelerate skill acquisition without having to push or apply pressure will be discussed. Most importantly, yet often overlooked, the presenter will outline methods for facilitating students' ability to form meaningful, caring relationships with others. The participant will learn valuable perspectives that will help in feeling more comfortable, fulfilled, effective, and inspired during work with students.
10: 15 a.m. – 10:30 a.m.	Refreshment Break, Exhibit and Artwork Viewing
10:30 a.m. – 11:30 a.m.	CONCURRENT SESSIONS
Wassaja 107	<i>Student/Parent-Directed IEPs: Culturally and Academically Responsive Transition Education</i> by Rudy Valenzuela: This presentation will discuss the results of a pilot program focusing on Student/Parent-Directed Individualized Education Planning (SPD-IEP) lessons. The current pilot program was implemented in a Youth Conservation Corps summer program comprised mostly of Navajo youth. A sample lesson will be shared with the audience and participants will be provided an opportunity to infuse the SPD-IEP lessons in a broader version of the current pilot program. The intent of the Student/Parent-Directed IEP is to provide opportunities for culturally and linguistically diverse families to participate meaningfully in designing rigorous and relevant IEPs. The SPD-IEP lessons provide families and educators with a tool to facilitate culturally and academically responsive transitions by increasing family literacy and proficiency in IEP development.
Wassaja 108	<i>An Introduction to Filing for SSI/SSA Disability Benefits for Children under Age 18 and Young Adults at 18 and Older</i> by Barbara Jackson: This presentation will explain the requirements for eligibility to the various benefit programs that SSA offers. The discussion will include outlining the steps an individual student and his/her family may take to help make the filing process easier and quicker, and also what school personnel can do to assist families or individual students during the filing process. Appeal rights and eligibility to AHCCCS (Medicaid) benefits and/or Medicare through SSI/SSA benefits will also be addressed. Audience questions will be used to direct the discussion.
Wassaja 109	<i>Seven 'R's for Re-Exploring Re-Entry</i> by Rico Burton: Roll up your sleeves and take a journey to re-examine how organizations assist incarcerated populations when re-entering life with families and communities. Safety and security in penal institutions have required officers and staff to take a 'custody, control, and care' posture to interacting with the incarcerated. With the myriad of re-entry initiatives on the horizon, it is imperative participants not merely consider offering community resources, but actually engage this marginalized population before they are released. Through interaction that models competence, commitment and care, participants can provide opportunities to garner skills and tools that can make prison facilities safer to live and work, and will ultimately keep recidivism to a minimum. Consider these seven R's of Re-Entry: Relationship, Relativism, Re-Evaluation, Release, Reframing, Regrouping, and Results.
Wassaja 110	<i>It's My IEP!</i> by Virginia Murray, Ronda Dettmar, and Youth Panel: This presentation will contain an overview of current trends in transition outcomes, IEP development, and student participation in the transition planning process. Student participation in classroom transition experiences, community volunteering experiences, and activities that directly teach self-advocacy/self-determination skills help students to become empowered and take a leadership role in the transition piece of their IEPs. Students who have participated in this type of transition training will present the PowerPoint presentations they have used as part of their IEP meetings. A short multimedia presentation will also be shown that highlights students actively involved in volunteer activities.

Wassaja 111, 112 & 113	<i>Concrete Steps to Make Transition Planning More Effective</i> by Dana Henning: This presentation offers suggestions to students, parents, and teachers about strategies and daily routines that will help prepare students for transition into adulthood. The focus of this presentation is a discussion about the concrete steps of “What can I do tomorrow?” to make a difference down the road.
Wassaja 114 & 115	<i>Using AzCIS for Your IEP Transition Planning and ECAPs</i> by Kay Schreiber: The Arizona Department of Education offers free to all Arizonans an electronic information tool – Arizona Career Information System (AzCIS). This delivery system provides comprehensive educational and career exploration, scholarship information, assessment tools, and an extensive student portfolio component. The session will provide a brief overview of AzCIS showing how schools can use the system for all their students’ IEP and Educational and Career Action Plan (ECAP) process needs.
11:30 a.m. – 12 noon	Break, Exhibit and Artwork Viewing
12 noon – 1:30 p.m.	LUNCH
12:10 p.m. – 12:25 p.m. Wassaja Ballrooms	Remarks – Tom Horne, Superintendent of Public Instruction
12:25 p.m. – 12:30 p.m.	Recognition of Transition Brochure Cover Artist, Charlotte E. Hance
12:30 p.m. – 1:15 p.m.	Motivational Speaker - David Fitzsimmons, Cartoonist
1:15 p.m. – 1:30 p.m.	Closing Remarks and Vendor Raffle Drawing – Steve Mishlove
1:30 p.m. – 1:45 p.m.	Break, Exhibit and Artwork Viewing
1:45 p.m. – 2:45 p.m.	CONCURRENT SESSIONS
Wassaja 107	<i>Transition Pilot Evaluation and Best Practices for Students who are Blind or Visually Impaired</i> by Ed House, Amy Murillo-Hicks, Mark Nelson, Diane McElmury, Walter Donovan and Panel: This panel will share the results and status of the first year of the pilot program from RSA to provide comprehensive services for students with blindness/visual impairments in a summer adjustment program beginning the summer between the student’s freshman and sophomore years of high school. This will include: services provided, student satisfaction with services, parent satisfaction with services, pre and post test data, education and rehabilitation relations; and suggested changes for next year. Additionally, current Arizona best practices from a consumer, service provider, education and vocational rehabilitation perspective for youth transitioning from high school to employment or post secondary education and employment will be discussed.
Wassaja 108	<i>Working While on SSI and/or SSA Disability Benefit Programs</i> by Barbara Jackson: The presenters will explain the value of working while on benefits. They will address many of the work incentives available to students and young adults, including the value of the Student Earned Income Exclusion, the use of impairment related work expenses, subsidies, the PASS (Plan for Achieving Self-Support) plan and the newly re-launched Ticket to Work program. Resources within Arizona that are available for assistance will also be discussed. The presenters will address the ramifications of working, and emphasize the benefits and flexibilities that SSA offers to address challenges faced by individuals faced with disabilities. Audience questions and participation will prompt examples and direct further discussion.
Wassaja 109	<i>A Realistic Approach to Student-Led IEPs</i> by Melinda Vidales: The presenter will discuss a realistic approach to assist students (even the shy and argumentative ones) in standing up in front of others to lead their own IEP meeting. The presenter will discuss how to facilitate meaningful transition-driven IEP documentation that makes IEPs real for students. This process includes fostering the development of disability awareness, computer skills, and presenting skills in students with special needs within a short period of time. It also includes preparing students for a Vocational Rehabilitation interview and/or a meeting with a disability resources department in a college setting. The presenter will discuss how to help students choose the kind of adult they are going to become with as much information as possible.

Wassaja 110

The Changing Roles of Family Members and Youth in Transition by Cynthia Henry and Toni Issadore: The presenters will help participants identify and explore the challenges and rewards of the changing roles of the parent and child/student during the transition-to-adult process. The session will include a discussion of the ways in which the educational and behavioral health systems can collaborate to make the transition IEP process a less stressful and more successful learning experience. Participants will be exposed to the Arizona vision and Twelve Principles which complements the IEP process and is the organizing framework for the public behavioral health system. The presenters will also address community resources that can be helpful during the transition process, including the Behavioral Health Child and Family Team and connections to family-directed organizations and peer supports. Participants will be encouraged to ask questions during the presentation and will also be provided an informational tool kit.

Wassaja 111, 112 & 113

Identifying the Gaps in Transition Programming by Dana Henning: This presentation offers suggestions to students, parents, and teachers about strategies and daily routines that will help prepare students for transition into adulthood. The focus of this presentation will be to outline the concrete steps of “What can I do tomorrow?” to make a difference down the road.

Wassaja 114 & 115

Aligning Annual IEP Goals to Measurable Post-Secondary Goals by Mary E. Morningstar and Pattie Noonan: Do you know how to write measurable postsecondary goals and link annual IEP goals to transition outcomes? This session will provide an overview of the requirements under IDEA for ensuring that IEPs are developed to specifically address students’ postsecondary goals and that annual IEP goals are aligned to the student’s postsecondary goals. A step-by-step process will be offered with examples of compliant IEPs. In addition, participants will have the opportunity to develop measurable postsecondary goals and annual IEP goals for students with a range of disabilities.

2:45 p.m. – 2:55 p.m.

CLOSE



Frankie - Adobe Mountain School

Directory of Presenters

A

Sue Aguilera, M.Ed.
Curriculum Director
Arizona Department of Juvenile
Corrections
1624 West Adams
Phoenix, AZ 85007
(602) 364-3955
saguilera@azdjcc.gov

B

Loujeania Williams Bost, Ph.D
Director
National Dropout Prevention Center
for Students with Disabilities
Clemson University
209 Martin Street
Clemson, SC 29631
(864) 656-6976
LBOST@clemson.edu

Rico Burton, M.Ed.
Coordinator, Adult Re-Entry
Transition-Prison Programs
Rio Salado College
P.O. Box 54366
Phoenix, AZ 85078
(602) 741-7516
INSTRUCTORBURTON@aol.com

C

Andrea Christ
Retired Transition Facilitator
Mesa Public Schools
5478 South Wilson Court
Chandler, AZ 85249
(480) 899-3780
4moreyears@cox.net

Randy Collins
Training and Outreach Coordinator
Arizona Technology Access Program
(AzTAP)
Institute for Human Development
Northern Arizona University
2400 North Central Avenue, #300
Phoenix, AZ 85004
(602) 728-9533
randy.collins@nau.edu

D

Rosemary L. Roberson Davani, M.Ed.
Special Education Teacher
Pinnacle High School
Paradise Valley Unified School District
3535 East Mayo Boulevard
Phoenix, AZ 85050
(602) 449-4000
rdavani@pvschools.net

Ronda Dettmar
Special Education Teacher
Ironwood High School
Peoria Unified School District
6051 West Sweetwater
Glendale, AZ 85302
(623) 486-6400 ext. 312
rdettmar@peoriaud.k12.az.us

Walter Donovan, MS, CRC
Rehabilitation Counselor for the Blind
4620 North 16th Street
Phoenix, AZ
(602) 266-9579
WDonovan@azdes.gov

F

Angela Fallon, M.Ed.
Instructional Division Leader &
Special Education Teacher
Pinnacle High School
Paradise Valley Unified School District
3535 East Mayo Boulevard
Phoenix, AZ 85050
(602) 449-4000
afallon@pvschools.net

Linda Flores
Director of Program Services
Division of Developmental Disabilities
Arizona Department of Economic Security
1789 West Jefferson Street
Phoenix, AZ 85007
602-542-6829
LJFlores@azdes.gov

Renaldo Fowler
Senior Staff Advocate
Arizona Center for Disability Law
3839 North Third Street, Suite 209
Phoenix, AZ 85012
(602) 274-6287
rfowler@azdisabilitylaw.org

G

Heather Griller Clark, Ph.D.
Principal Research Scientist
Mary Lou Fulton College of Education
Arizona State University
P.O. Box 871911
Tempe, AZ 85287-1911
(480) 965-1381
hgriller@asu.edu

H

Charlotte Hance
Student
Pinnacle Peak High School
Paradise Valley Unified School District
3535 East Mayo Boulevard
Phoenix, AZ 85050

Wink Harner
Manager
Disability Resources & Services
Mesa Community College
1833 West Southern Avenue
Mesa, AZ 85202
(480) 461-7447
wink.harner@mcmmail.maricopa.edu

Dana Henning, Ed.D.
Dana Henning Training Programs
300 Woods Edge Place
Langhorne, PA 19047-1011
(215) 860-9281
danahenningtrainingprograms@hotmail.
com

Cynthia Henry
Individual & Family Representative
DBHS/Office of Individual & Student
Affairs
150 North 18th Avenue, Suite 220
Phoenix, AZ 85007
(602) 364-1015
henryc@azdhs.org

Ed House
Manager
Services f/t Blind & Visually Impaired
Arizona Rehabilitation Services
Administration
1789 West Jefferson Street (930A)
Phoenix, AZ 85007
(602) 542-6289
EHouse@azdes.gov

I

Jane Irej, M.A.
Disabled Student Resources Specialist
PCC-East Campus
8181 E. Irvington
Tucson, AZ 85709
(520) 206-7699
jirej@pima.edu

Toni Issadore
Director of Training/Family Education
Family Involvement Center
1430 East Indian School Road, Suite 110
Phoenix, AZ 85014
(602) 412-4074
toni@familyinvolvementcenter.org



Rochelle Hart - Northland Preparatory Academy

J

Barbara Jackson
Area Work Incentive Coordinator
Social Security Administration
16241 North Tatum Boulevard
Phoenix, AZ 85032
(602) 569-8797 Ext. 3515
Barbara.e.jackson@ssa.gov

Gail L. Jacobs, Ed.D.
Director of Special Education
Arizona Department of Juvenile
Corrections
1624 West Adams
Phoenix, AZ 85007
(602) 542-4896
gjacobs@azdjcc.gov

Geri Jewell
Damon Brooks Associates
info@DamonBrooks.com
www.DamonBrooks.com
www.GeriJewell.com

Mike Johnson, M.Ed.
Research Assistant, Special Education
Department of Special Education and
Clinical Sciences
College of Education
5261 University of Oregon
Eugene, OR 97403-5261
Dudley@uoregon.edu

Phyllis Jones
Supervisor, Disability Access
Disability Resource Center
Arizona State University
P.O. Box 873202
Tempe, AZ 85287-3202
(480) 965-9469
Phyllis.jones@asu.edu

K

Raun K. Kaufman
Chief Executive Officer of the Autism
Treatment Center of America™ and The
Option Institute
The Autism Treatment Center of America™
2080 South Undermountain Road
Sheffield, MA 01257
(413) 229-2100
sonrise@option.org
www.autismtreatment.org

Bruce Kennedy
Assistive Technology Specialist
Exceptional Student Services
Arizona Department of Education
400 West Congress, Suite 241
Tucson, AZ 85701
(520) 679-8107
bruce.kennedy@azed.gov

William A. Kennard
Vice President
Behavioral Health Possibilities
Piurek & Associates
11824 North Bancroft Drive
Phoenix, AZ 85028
(602) 364-1015/(602) 996-8800
bkennard@piurek.co

L

Rebecca Lester, M.A.
School Psychologist
Pinnacle High School
Paradise Valley Unified School District
3535 East Mayo Boulevard
Phoenix, AZ 85050
(602) 449-4000
relester@pvschools.net

Merv Joseph Lynch
H.S. Community Program Representative
1
DBHS/Office of Individual & Student
Affairs
150 North 18th Avenue, Suite 220
Phoenix, AZ 85007
(602) 364-2086
lynchm@azdhs.gov

M

Diane McElmury, MS, CRC
SBVI Program Specialist
Rehabilitation Services Administration
1789 West Jefferson, 2 NW
Phoenix, AZ
(602) 542-6264
DMcElmury@azdes.gov

Carol Moore
Principal/Teacher
Payson Education Center
1100 North Beeline Highway, Suite G
Payson, AZ 85541
(928) 472-5375
cmoore@co.gila.az.us

Mary E. Morningstar, Ph.D.
Associate Professor
Department of Special Education
University of Kansas
521 J. R. Pearson Hall
1122 West Campus Road
Lawrence, KS 66045
(785) 864-0682
mmorningstar@ku.edu

Amy Murillo-Hicks
Associate Director
Southern Arizona Association for the
Visually Impaired
3767 East Grant
Tucson, AZ 85716
(520) 795-1331
amurillo-hicks@saavi.us

Virginia Murray
Special Education Teacher
Ironwood High School
Peoria Unified School District
6051 West Sweetwater
Glendale, AZ 85304
(623) 486-6400
vmurray@peoriaud.k12.az.us

Edward L. Myers III, Esq
Deputy Executive Director
Arizona Center for Disability Law
3839 North Third Street, Suite 209
Phoenix, AZ 85012
(602) 274-6287
emyers@azdisabilitylaw.org

N

Mark Nelson
Associate Director
Foundation for Blind Children
1235 East Harmont Drive
Phoenix, AZ 85020
(602) 678-5807
MNelson@seeitourway.org

Jane Nguyen
Transition Coordinator
Raising Special Kids
2400 North Central Avenue, Suite 200
Phoenix AZ 85004
(602) 242-4366
janen@raisingspecialkids.org

Patricia Noonan, Ph.D.
Assistant Research Professor
University of Kansas
Transition Coalition/
Center for Research on Learning
521 J. R. Pearson
1122 West Campus Road
Lawrence, KS 66045
(785) 864-0593
pnoonan@ku.edu

O

Dan Ochsner
Transition Coordinator
Northwest Parole Office
2802 North 37th Avenue
Phoenix, AZ 85009
(602) 233-1667
dochsner@azdjic.gov

Linda O'Dell, Ed.D.
Gila County Superintendent of Schools
1400 East Ash Street
Globe, AZ 85501
(928) 402-8784
lodell@co.gila.az.us

Ed O'Leary, Ed. D.
Specialist, Transition Requirements, &
Services
Mountain Plains Regional Resource Center
Utah State University
Logan, UT
(605) 355-0649
eoleary@rap.midco.net

Naomi Ortiz
Project Director
National Kids As Self Advocates [KASA]
2340 Alamo SE, Suite 102
Albuquerque, NM 87106
(785) 273-3398
ortizn@fvkasa.org

P

Joyce Palmer
Assistive Technology Specialist
Exceptional Student Services
Arizona Department of Education
400 West Congress, Suite 241
Tucson, AZ 85701
(520) 628-6665
joyce.palmer@azed.gov

R

Teri Rademacher
Parent Information Network Specialist
Exceptional Student Services
Arizona Department of Education
2153 East 25th Street
Yuma, AZ 85365-3232
(928) 344-0141
teri.rademacher@azed.gov

S

Betty Schoen, M.A., C.R.C.
State Transition Coordinator
Rehabilitation Services Administration
3221 North 16th Street, Suite 200
Phoenix, AZ 85016
(602) 266-6752 Ext. 232
BSchoen@azdes.gov

Kay Schreiber
State School Counselors Supervisor
Arizona Department of Education
2005 North Central Avenue
Phoenix, AZ 85004
(602) 542-5353
Kay.Schreiber@azed.gov

Chandra Shekhar
Gila County Detention Education
Specialist
1400 East Ash Street
Globe, AZ 85501
(928) 402-8604
cshekhar@co.gila.az.us

Peter Stover
Deputy Director of Special Services
Eastern New Mexico University-Roswell
Special Services Office
P.O. Box 6000
Roswell, NM 88202-6000
(575) 624-7286
peter.stover@roswell.enmu.edu

U

Deanne Unruh, Ph.D.
Research Associate, Special Education
Department of Special Education and
Clinical Sciences
College of Education
5261 University of Oregon
Eugene, OR 97403-5261
dkunruh@uoregon.edu

V

Rudy Valenzuela, M.Ed.
Educational Consultant
Valenzuela Educational Consulting
1303 Don Pasqual Road
Los Lunas, NM 87031
(505) 453-4087/(505) 865-7040
rudyonice@gmail.com

Melinda Vidales
Special Education Teacher
Maricopa County Regional School District
8344 North 67th Avenue 1041
Glendale, AZ 85302
(602) 573-2905
melindavidales@cox.net

Richard Vierling, Ed.D.
Gila County Associate Superintendent of
Schools
1400 East Ash Street
Globe, AZ 85501
(928) 402-8784
rvierling@co.gila.az.us

W

Amy Winterberg
Special Projects Coordinator
DBHS/Office of Individual & Family
Affairs
150 North 18th Avenue, Suite 220
Phoenix, AZ 85007
(602) 348-8332
wintera@azdhs.org

Z

Susan Zimmerman, M.S.
Disabled Student Resources Specialist
PCC-Desert Vista Campus
5901 South Calle Santa Cruz
Tucson, AZ 85709
(520) 206-5151
szimmerman@pima.edu



Hajo Pluess - Academy Math and Science

Acknowledgements

A very special acknowledgement is extended to The IEzP for supporting the attendance of youth, young adults, and family members to this event through the sponsorship of scholarships.

The IEzP is a web-based database driven program designed to help the special educator organize and aggregate student data.



We wish to acknowledge and thank the Mesa Public Schools' Visual and Performing Arts Department for contributing the artwork display panels in support of this event.

Thank you!

Directory of Vendors/Exhibitors

Arizona Bridge to Independent Living (ABIL)

ABIL began in 1977 as the Arizona Congress for Action (ACA). A group of people with diverse physical disabilities launched a grass roots effort to educate the community about disability-related issues in Central Arizona. In 1978, Congress enacted Independent Living Center legislation as part of the amended Rehabilitation Act of 1973, and in 1981 ABIL began providing services to the community. ABIL is one of five Centers for Independent Living in Arizona. There are over 600 centers across the country dedicated to equal opportunity and full inclusion of people with disabilities into all aspects of community life. ABIL advocates personal responsibility – by, and for, people with disabilities – as a means to independence. To help consumers achieve self-sufficiency, ABIL offers comprehensive programs including independent living skills instruction; information and referral; peer support; advocacy; home modification; Americans with Disabilities Act (ADA) training and counsel; outreach to rehab centers & early intervention for newly disabled individuals; reintegration from nursing homes; employment services; Social Security work incentives; empowering youth in transition; personal assistant services and social recreational programs. Additional information can be obtained by visiting www.abil.org/.

Arizona Center for Disability Law

Our office is the protection and advocacy agency for persons with disabilities in the state of Arizona. As a result of this designation, we provide a variety of legal services to people with mental, physical, psychiatric, and sensory disabilities regarding disability related legal issues. Assistance that may be provided includes information and referral, community legal education, individual advocacy, legal advice, and in limited cases, legal representation. We only handle legal issues that are based on one's disability, within established priority areas. To access information on legal rights, the Center's priority areas, upcoming presentations and legal trainings, please visit the Center's website at www.azdisabilitylaw.org. If you need direct assistance with a disability related legal issue, please contact the Center's Short-Term Assistance Team (STAT) at (602) 274-6287 or (800) 927-2260 – voice, relay or TTY – during our hours of operation: Monday, Tuesday, Thursday and Friday from 9:00 a.m. – 1:00 p.m.

Arizona Department of Health Services, Office for Children with Special Health Care Needs (OCSHCN)

The Arizona Department of Health Services, Office for Children with Special Health Care Needs (OCSHCN) works to promote and improve comprehensive systems of care for children and youth with special health care needs, their families, and the communities in which they live. This is done through contracted programs that provide direct services (such as, Children's Rehabilitative Services, Service Coordination, Traumatic Brain Injury, and Head and Spinal Cord Injury) and through a variety of programs and grants that work with other state agencies and community partners (such as, the Community Development Initiative, Medical Home, Parent and Youth Advisors, School Nursing, the Physician/Parent Interaction Project and the Integrated Services Grant). Our vision is that all children and youth with special health care needs have the opportunity to reach their full potential. For additional program information we are located at 150 W. 18th Avenue, #330, Phoenix, AZ 85007 and can be reached by phone at (602) 542-1860. Information can also be obtained by visiting our website at www.azdhs.gov/phs/ocshcn.

Arizona Governor's Council on Developmental Disabilities (GCDD)

The GCDD is Arizona's state planning council for people with developmental disabilities and is authorized under the Developmental Disabilities Assistance and Bill of Rights Act (P.L.106-402). The mission of the Arizona Governor's Council on Developmental Disabilities is to work in partnership with individuals with developmental disabilities and their families through systems change, advocacy and capacity building activities that promote independence, choice and the ability of all individuals to pursue their own dreams. For more information, visit www.azgcdd.org.

Arizona Postsecondary Access Coalition (AzPAC)

The Arizona Postsecondary Access Coalition (AzPAC) is a resource for any institution of higher education wishing to better meet the challenges and complexities of service delivery to students with disabilities. AzPAC's main goals are to:

- Promote a high level of quality services in higher education in Arizona that increases access for students with disabilities;
- Establish an organization focused on disability support resources for disability service professionals, students, educators, and the community;
- Generate recommendations for compliance with the 1990 Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and other laws relevant to providing equal access to higher education for persons with disabilities;
- Provide a lending library of technological and print resources to reduce cost burdens on individuals and institutions;
- Facilitate the collection, professional review, and dissemination of disability related information critical to student success and improving the level of disability services in higher education;
- Support beneficial policy and legislation at federal and state levels;
- Create active involvement for students in the Arizona Postsecondary Access Coalition.

AzPAC needs you! Please visit www.ahead.org/AZPAC/index.php for more information.

Arizona's National & Community Service Inclusion Work Team

The Corporation for National and Community Service (CNCS) is the federal agency that funds AmeriCorps, VISTA, Learn and Serve and Senior Corps – all programs that provide opportunities for citizens to give back to their communities through service and volunteerism. CNCS has made inclusion of people with disabilities in these programs a priority (www.serviceandinclusion.org/). Today, National Service opportunities are more available and National Service programs are more welcoming to people with disabilities than ever before. In 2006, the Arizona Governor's Commission on Community Service and Volunteerism and the Institute for Human Development at Northern Arizona University (IHD) collaborated to kick off the Arizona National & Community Service Inclusion Work Team. Team members represent National Service organizations and other groups serving people with disabilities and are committed to facilitating collaboration between the National Service and disability communities to:

- assist National Service organizations in accessing the pool of people with disabilities who have the desire and skills to serve; and
- support people with disabilities in seeking out opportunities to serve their communities through National Service.

For more information please contact Diane Lenz at (928) 523-7040 (Northern Arizona University/IHD) or Bob Shogren (602) 364-2248 (Governor's Commission on Service and Volunteerism). For additional information, see www.gocyf.az.gov/CYD/GRT_ASGInclusion.asp

The Autism Treatment Center of America

Since 1974, the Autism Treatment Center of America™ has provided innovative training programs for parents and professionals caring for children challenged by Autism, Autism Spectrum Disorders, Pervasive Developmental Disorder (PDD) and other developmental difficulties. The Son-Rise Program® teaches a specific yet comprehensive system of treatment and education designed to help families and caregivers enable their children to dramatically improve in all areas of learning, development, communication and skill acquisition. It offers highly effective educational techniques, strategies and principles for designing, implementing and maintaining a stimulating, high-energy, one-on-one home-based, child-centered program. For more information, please visit www.autismtreatment.org.

Brain Injury Association of Arizona

The Brain Injury Association of Arizona is a non-profit organization dedicated to preventing brain injuries and to improving the lives of individuals with brain injuries through prevention, education, information and community support. Additional information can be found at www.biaaz.org or by contacting (602) 508-8024/ (888) 500-9165.

Division of Developmental Disabilities (DDD)

The Division's program mission is to support the choices of individuals with disabilities and their families by promoting and providing within communities, flexible, quality, consumer-driven services and supports. DDD, in partnership with individuals with developmental disabilities, their families, advocates, community members and service providers, coordinates services and supports to Arizona citizens who have autism, cerebral palsy, epilepsy or cognitive disability and who were diagnosed as such before the age of 18. The Division coordinates services and resources through six district offices and local offices in communities throughout the state. The services and supports available through DDD include case management, a range of home and community-based services such as respite, habilitation, employment, therapies and attendant care, medical, and acute care services. For additional information, visit our website at www.azdes.gov/ddd.

Enhancing Arizona's Parent Networks (EAPN)

Enhancing Arizona's Parent Networks is the collaborative effort of parent groups, organizations and agencies throughout Arizona that believe all children with special needs and their families should have access to information, support and training. The EAPN website, www.azeapn.org, includes a listing of member groups, a training calendar and articles to improve the quality of parent participation and leaderships to build effective partnerships with professionals.

Gompers Habilitation Center

Gompers Habilitation Center has been committed to serving adults and children with disabilities in our community since 1947. A non-profit organization, Gompers Habilitation Center has provided professionally organized and implemented programs of special education, day training for adults, aquatic and rehabilitative therapy, oral health, vocational training, employment placement, and community education to thousands of adults and children with disabilities and their families for more than 60 years. The majority of individuals who attend Gompers Habilitation Center were born with multiple disabilities such as Autism, Cerebral Palsy, Seizure Disorder, Cognitive Disabilities, Down Syndrome; conditions classified as developmental disabilities. Gompers serves over 300 adults and children in two facilities: Our main center at 6601 North 27th Avenue in Phoenix and our new Vocational Center at 5340 West Bethany Home Road in Glendale. Both buildings have been designed and renovated around the individual needs of our very special students and clients. Gompers believes that every individual should be defined by their abilities - not their disabilities. It is this belief that guides Gompers to identify and maximize each person's individual potential. And when that is our primary focus, the possibilities become limitless. For more information, see www.gomperscenter.org.

Governor's State Rehabilitation Council

The 1992 and 1993 Amendments to the United States Rehabilitation Act introduced a means to ensure that individuals with disabilities have a strong role in shaping the Vocational Rehabilitation System of their state. The State Rehabilitation Council (SRC) is the mechanism, formed in 1993, through which these individuals may influence the VR System. In the 1998 Amendments to the Rehabilitation Act, the relationship between the Rehabilitation Services Administration and the Council was strengthened to one of a working partnership. The Mission of the Arizona Governor's State Rehabilitation Council is to serve all citizens of Arizona and to advise, evaluate and collaborate with the public vocational rehabilitation program in support of improving access in employment and promoting a diverse workforce statewide. Additional information can be obtained by visiting www.azdes.gov/rsa/srac.asp.

Grand Canyon University

Founded in 1949, Grand Canyon University is an accredited, private, Christian university located in Phoenix, AZ. The University offers online and campus-based bachelor's and master's degree programs through the Ken Blanchard College of Business, College of Education, College of Nursing & Health Sciences, College of Entrepreneurship and College of Humanities & Social Sciences. With an online and campus-based enrollment of more than 12,000, GCU emphasizes individual attention for both traditional undergraduate students and working professionals. GCU is located at 3300 W. Camelback Rd., Phoenix, Arizona, and can be found on the Internet at www.gcu.edu.

The IEzP

The IEzP is a web-based database driven program designed to help the Special Educator organize and aggregate student data. The system will allow for easy maintenance of student files, provide a step-by-step process to create IEPs that align with the Arizona State standards/compliance expectations, and produce forms and reports to satisfy the multitude of data requests. Leveraging technology for this purpose allows more time for what's most important - educating and interacting with the student. The affordable cost of the IEzP program and ease of use make it a realistic alternative for any District or Charter school to use and immediately realize the benefits of automating the mandated Special Education data collection/documentation process. Visit www.interfy.com for additional information.

Ignite! Learning

Ignite! Learning was founded in 1999. The early years of the company were devoted to market research and product development. The company was determined to provide teachers with a solution that was comprehensive, motivational, and easy-to-use. After testing several prototypes and incorporating teacher feedback, the result is the COW (Curriculum On Wheels) which comprises Ignite!'s remarkable curriculum, with a delivery platform invented specifically for the classroom. The COW contains research-based, standards-aligned curricula; a teacher-centered approach to social studies, science, and math instruction every day of the school year. Ignite! Learning knows that effective school reform has to focus on arming teachers with the tools they need to engage students and promote success in the classroom. Our company mission is to transform classroom education by providing teachers with cutting edge curriculum that is comprehensive, motivational, and easy-to-use. For more information, visit www.ignitelearning.com/.

Parent Information Network (PIN), Arizona Department of Education

The Parent Information Network (PIN) provides parents with necessary information so they can actively participate in their child's special education. PIN Specialists are parent consultants with the Arizona Department of Education, Exceptional Student Services. PIN services include:

- Consultation to help families understand the special education process and be proactive decision-makers in their child's IEP
- Free video-lending library and printed resources from the PIN Clearinghouse
- Workshops for parents, educators, college students, and service providers
- Consultation to parents and schools to build and sustain partnerships
- Assistance to form or strengthen parent support or advisory groups
- Collaboration with associations and agencies which provide services to children and youth with disabilities

Drop by the Parent Information Network exhibit and check out our Transition resources! Call 877-230-PINS or visit www.azed.gov/ess/specialprojects/pinspals for more information.



Holly Alvez -
Bradshaw Mountain High School

Raising Special Kids

Raising Special Kids provides information, resources and support for Arizona families of children with disabilities and special health care needs. Programs and services are provided at no charge in English and Spanish and information can be obtained by visiting www.raisingpecialkids.org/. Programs and services include:

- Parent-to-Parent Support – matching new parents with experienced parents through a network of over 300 trained volunteers.
- Special Education – individual IEP/504 consultation for families of children with disabilities. Training and consultation for schools, teachers and other professionals.
- Health Care Systems Navigation – guiding families to appropriate resources and supports in the community, including information for effectively using systems of care.
- Parent Leadership – Opportunities for parents to develop leadership skills participate and serve in public policy and decision-making roles. Family Faculty provides training for professionals in health, education and social services.

Recording for the Blind & Dyslexic

Recording for the Blind & Dyslexic (RFB&D), a non-profit organization, is the nation's largest audio textbook library with over 45,000 digital titles, many of those available via stream technology and all read by human voice. Begun in 1948 for blinded World War II veterans, RFB&D now operates throughout the US. We serve members of all ages who cannot effectively read standard print because of a visual impairment, learning disability or the physical inability to access standard text. Through RFB&D, members access the audio textbooks needed for school, recreational reading and professional pursuits. We also offer specialized playback equipment and software, and provide support and training for educators and school administrators. Our library holds nearly every standard textbook from every major K-12 publisher in the US and many of the most popular general college textbooks. Our two recording studios in Phoenix try hard to honor member requests to record on demand.

Rehabilitation Services Administration, Vocational Rehabilitation (RSA/VR)

Vocational Rehabilitation is one of three major RSA service programs for persons with disabilities. It is a federally mandated employment program for persons with disabilities who have the ability and desire to work, but require assistance to move beyond the barriers their disabilities present to meaningful and satisfying employment. Vocational Rehabilitation is active in the secondary education transition domain as a transition planning partner for students with disabilities, and as a provider of community resource information and technical assistance and consultation for students, parents, schools, and sister agencies. RSA has six districts and a total of 53 field offices statewide through which services are provided. RSA provides specialized Vocational Rehabilitation counselors for certain population groups, such as students transitioning from high school to adult life, persons with sensory disabilities and persons with severe mental illness. For additional information, visit our website at www.azdes.gov/rsa/default.asp.

RISE Services

RISE is Resources for Interdependence and Self-Empowerment, an agency that values equality, choice and service above self. RISE Family Services specializes in finding and supporting loving and caring families for children and adults in need of foster and/or adoptive homes. RISE Family Services has been providing great services for individuals and families throughout Arizona since 1987, including:

- Foster Care and Adoption Services – for children in the care and custody of CPS, who need safe, loving and stable homes
- Developmental Foster Homes – specially trained homes for children and adults with Developmental Disabilities
- Early Intervention Services – professional therapy and developmental instruction for children ages birth to three who exhibit developmental delays or disabilities
- Home and Community Based Services – for individuals with developmental disabilities who need support and care in their own home
- Day Programs, Supported Employment and Group Homes

For more information, visit www.riseservicesinc.org.

The SALT Center

The Strategic Alternative Learning Techniques (SALT) Center offers a comprehensive range of programs and services to support the success of university students with learning and attention challenges. The SALT Center facilitates learning, independence and self-advocacy through individualized academic support and learning strategy instruction from Strategic Learning Specialists; one-on-one and group tutoring from peer tutors; writing and math skills improvement; assistive technology from the Computer Resource Lab, and a diverse array of social/academic programming. The SALT Center's innovative approach has been recognized nationwide as one that empowers LD and AD/HD students to be successful in the university setting. The department provides students with an opportunity to be successful in a large university environment by creating a supportive educational community. For more information, please contact Nancy Singer at (520) 621-5285 or via email at nsinger@email.arizona.edu, or by visiting www.salt.arizona.edu.

Social Security Administration

Social Security Administration provides information on filing for Social Security and Supplemental Security Income benefits for children and young adults. We will provide information on obtaining a new or replacement Social Security card. We will also provide information on all work incentives including the Ticket to Work, Plan for Achieving Self-Support (PASS), student earned income exclusion and any other related Social Security issues that may affect a youth, a parent, guardian or other family member. We will be available to answer specific questions for individuals and families and make referrals to local offices as needed. We will also have information on Medicare and ACCCHS eligibility. Visit www.ssa.gov/ for more information.

Valley of the Sun School

Valley of the Sun School and Habilitation Center provides services to adults with developmental disabilities. Over 225 individuals with various disabilities receive vocational training and employment support services Valley-wide. Valley's Warehouse/Production Center, fourteen (14) enclaves, two thrift shops, and training partnerships with Arizona State University and individual placements provide clients with many options from which to choose. Williams Express, a partnership with ASU East, provides job training in printing and document services. Additionally, day services, such as habilitation and educational programs are provided for over 160 adults and youth with developmental disabilities at 10 settings, offering a wide spectrum of services to address medical needs, communication and social deficits. Client transportation is provided through a fleet of over 60 vehicles. All programming service provision addresses treatment therapy and life skills training. Additional information can be found on the website at www.valleyofthesunschool.org.



Lacee Waltz - Trevor Browne High School

Notes



Ray Thomas -
Buena High School

[illegible]



Kyle Elliot McMurdy - Basha High School



The contents of this publication were developed with funds allocated by the U.S. Department of Education under Individuals with Disabilities Education Act Amendments of 2004.

The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex, or disability.